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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Scholastica Term 3 - Cycle A** | |
| Topic | Invasion and Settlement  A person wearing a costume  Description automatically generated with low confidence |
| WOW Experience | Dress up as Viking/ Anglo-Saxon day and warrior weapon making day. |
| History/Geography | **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**  <https://www.history.org.uk/primary/categories/177/resource/6919>  1. Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?  2. How well did the Anglo-Saxons and Vikings get on with each other?  3. What was life really like in Anglo-Saxon and Viking Britain?  4. What did the Anglo-Saxons and Vikings leave behind?  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Yr-6-KO-History-Vikings-and-Anglo-Saxons.docx) |
| Art/ D & T | **DT: Anglo-Saxon Coin Purse**  Design  •use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  •generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Evaluate  •investigate and analyse a range of existing products  •evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  •understand how key events and individuals in design and technology have helped shape the world  Technical knowledge  •apply their understanding of how to strengthen, stiffen and reinforce more complex structures  •understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  •understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Yr-6-KO-DT-Anglo-Saxon-Coin-Purse.docx) |
| Science | **Earth & Space**  NC: Describing the Sun, Earth and Moon as approximately spherical bodies.  Describing the movement of the Earth, and other planets, relative to the Sun in the solar system.  Identifying scientific evidence that has been used to support or refute ideas or arguments.  Using the idea of the Earth’s rotation to explain day and night and the apparent movement of the Sun across the sky.  Identifying scientific evidence that has been used to support or refute ideas or arguments.  Reporting and presenting findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations.  Describing the movement of the Moon relative to the Earth.  In this unit, children will gain Astronomy related scientific knowledge. They will learn to have a basic overview of Earth and its place in our Solar System. |
| Religious Education | **Advent**  Pupils will be able to show an understanding of the Annunciation, how artists have portrayed this event and explain the way this informs Christian belief. AT1  Pupils will be able to describe and show understanding of different Biblical texts, texts used in mass during Advent and explain how they inform the Christian understanding of preparing in AT1 (  Pupils will be able to take a specific issue concerning our lives and compare and contrast Christians and non-Christians might respond. AT2  Pupils can explain what beliefs and values inspire and influence Christians to keep Advent as a season of preparation and penance. They will be able to:  Independently use Biblical stories to justify conclusions and help answer the question.  Articulate their own views selecting appropriate reasons.  Draw on evidence from other sources AT3 |
| Music | **A New Year Carol**  All the learning is focused around one song from Benjamin Britten’s Friday Afternoons: A New Year Carol.  Other learning within the unit gives your class the opportunity to research Benjamin Britten’s life and to listen to many of his other works  •play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  •improvise and compose music for a range of purposes using the inter-related dimensions of music  •listen with attention to detail and recall sounds with increasing aural memory  •use and understand staff and other musical notations  •appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  •develop an understanding of the history of music. |
| French | **Personality**  **Clothes and Colours**  • listen attentively to spoken language and show understanding by joining in and responding  •explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  •engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*  •speak in sentences, using familiar vocabulary, phrases and basic language structures  •develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*  •present ideas and information orally to a range of audiences\*  •read carefully and show understanding of words, phrases and simple writing  •appreciate stories, songs, poems and rhymes in the language  •broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  •write phrases from memory, and adapt these to create new sentences, to express ideas clearly  •describe people, places, things and actions orally\* and in writing  •understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English  •listen attentively to spoken language and show understanding by joining in and responding**.** |
| ICT | **Blogging**  • To identify the purpose of writing a blog.  • To identify the features of a successful blog.  • To plan the theme and content for a blog.  • To understand how to write a blog and a blog post.  • To consider the effect upon the audience of changing the visual properties of the blog.  [Knowledge Organiser](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Computing-Blogging-Knowledge-Organiser.pdf) |
| P.E. | **Netball**  **Curriculum Focus:**  Playing competitive games, developing fluency in skills and techniques.  Work in collaboration to play using different tactics.  Compare team performance against other team performances. |
| PSHE/RSE | **Body Image**  To recognise that images in the media do not always reflect reality and can affect how people feel about themselves  That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media  NC  How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.  The importance of self-respect and how this links to their own happiness.  What a stereotype is, and how stereotypes can be unfair, negative or destructive.  The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.  How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.  **Peculiar Feelings**  To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action.  That some behaviour is wrong, unacceptable, unhealthy or risky.  NC  That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.  Practical steps they can take in a range of different contexts to improve or support respectful relationships.  The conventions of courtesy and manners.  That mental wellbeing is a normal part of daily life, in the same way as physical health.  That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.  How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  **Emotional Changes**  Emotions change as they grow up (including hormonal effects);  To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action;  About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.  NC How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.  How important friendships are in making us feel happy and secure, and how people choose and make friends.  That mental wellbeing is a normal part of daily life, in the same way as physical health.  That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.  Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).  It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.  **Seeing Stuff Online**  The difference between harmful and harmless videos and images;  The impact that harmful videos and images can have on young minds;  Ways to combat and deal with viewing harmful videos and images  NC  Families are important for children growing up because they can give love, security and stability.  How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.  Where and how to report concerns and get support with issues online. |